Author(s): Duran, Derya

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BOOK REVIEW

Author: Derya Duran

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The book *Researching Classroom Discourse: A Student Guide,* by Christopher J. Jenks is a welcome addition to a growing body of studies that sheds light on the complex nature of classroom discourse (CD). The book in particular appeals to novice researchers writing theses/academic papers on CD, including step-by-step guidance for understanding the research process along with reflective questions and discourse examples. Comprising eight chapters, the book is grouped into three parts, (1) Planning, (2) Analyzing, and (3) Understanding and Reporting. Such an approach is useful as the earlier chapters pave the way to the upcoming ones.

Part I, which familiarizes readers with the theoretical and empirical issues related to CD and discourse analysis, consists of two chapters. The first chapter provides a holistic approach to understanding CD, addressing the concepts of 'classrooms' and 'discourse' separately. In the 'classrooms' section, the distinction between setting and context as well as the discourse in traditional and nontraditional classrooms are given in light of exemplary studies. In the 'discourse' section, putting types of classroom discourse (i.e. discourse actions and orientations to discourse structures) in a figure, the author briefly explains them, supporting with additional readings and references to the upcoming chapters where those issues will be handled more comprehensively. As the book is mostly intended for CD researchers relying on discourse analytic approaches, the chapter continues with a basic explanation of discourse analysis, "the study of the relationship between language and the contexts in which it is used" (McCarthy, 1991, p. 5). The chapter concludes with a research outline, which points to the exact chapters that correlate to the issues raised in the figure, thereby highlighting the cohesion of the whole book. The second chapter scrutinizes logistical issues in CD research, including the complexities and challenges of recording and transcribing classroom interaction data. First, practical considerations such as access to data, time, technology, ethics, empirical issues are handled. Then, collection, management and familiarization of data are provided. The chapter ends by discussing different types and practices of transcription and representation. The author helpfully engages readers with questions they can reflect upon before and during the research process. As Part I is intended as an introductory view of CD, additional references that guide readers to other CD studies (Chun, 2009; Wannagat, 2007) are provided. One of the best parts of this detailed account of exemplary studies is that the author also provides keywords (for example 'code-switching', 'pedagogical focus', 'language choice' for the study by Üstünel & Seedhouse, 2005) for readers to search in scholarly databases and relevant journals. Moreover, questions and additional readings throughout the chapters also engage readers and encourage them to reflect upon the various points of discussion.

From Part II onwards, readers become familiar with the methodological approaches to CD data. Comprised of four chapters, this part entails different analytic methods in CD research, namely (1) Conversation Analysis, (2) Discourse Analysis, (3) Critical Discourse Analysis, and (4) Narrative Analysis. In recognizing the complexity in mapping out the research territory in CD research, the author admits that the four methods presented in this chapter provide an introductory overview of the potential methodology of CD research. However, one of the strengths of the book is that it provides many helpful reading lists along with reflective questions. Each chapter has a separate section entitled 'what can I investigate?' and 'what are the methodological considerations?' These sections clarify how different approaches produce different analyses directly related to their purpose, conceptual framework, and methodological choice. It is particularly helpful for novice researchers to see potential topics in CD research whose logic of inquiry produces different approaches, analyses, and interpretations of discourses. Interestingly, the author tends to compare three approaches with Conversation Analysis (as a benchmark) in the methodological issues section. Again, throughout the chapters, the author points readers to other chapters, which I find as a useful strategy for making sense of the content of the whole book as well as for avoiding excessive redundancy.

Part III focuses on classroom ethnography as well as reporting and writing of CD research. The author states that the four approaches presented in the previous part provide only a glimpse of the exceptionally complex nature of classroom interaction, and ethnographic examination can create a fuller picture. The chapter on classroom ethnography shows how ethnographic methods can help researchers understand these complexities as they collect data by observing and interacting with people, reading reports and records as well as mapping out the environment. The author also clearly documents how this approach is multi-method, relying on a variety of research techniques, and generating a range of data, including both spoken and written, and physical artefacts. The second chapter in Part III delves into the writing stage of CD research, providing a guide on how to navigate the challenge of writing a reliable classroom-based research paper. Rather than bombarding readers with thick descriptions of writing ideas, the author exemplifies the writing process via frameworks, lists, and examples. This chapter is well supported with open-ended discussion questions relevant to different stages of the writing process.

While this text is quite accessible for readers, one suggestion for future editions is to include a glossary, expanding on concepts with fully explained examples. Although each chapter ends with a list of key terms, constructs, and people (totally ten items), more concepts deserve to be unpacked throughout the book. Additionally, because this text is intended mostly for students, more examples would be helpful, especially when demonstrating distinct implementations in research (for example 'presenting data' via different approaches in Section 8.3). As a future direction, the book could also highlight how technologies will change the nature of data collection and locations for learning (classrooms). Lastly, an afterword/conclusion that functions as a reflective closing statement could be included to finalize the book.

Catering to the needs of early-career scholars by shedding light on the steps of classroom-based research, the book provides a helpful guideline for engaging in this kind of research. The content is well supported by references and additional reading lists, allowing keen readers to investigate further if they desire, as well as by tables and figures to describe the basic principles of the research process. Rather than listing intimidating literature reviews, the author provides

essential readings in tables to elucidate seminal research in classroom discourse. As an EFL teacher educator and a CD researcher, I consider this an insightful and resourceful book that eases our understanding of the analytical skills needed for conducting CD research. This text is also of interest to those who teach research methods and discourse analysis. In fact, the book makes the field accessible to anyone with an interest in CD research, and may become one of the most frequently referred book in classroom-based research in the near future as a range of stakeholders in CD research (including graduate/postgraduate students, language classroom researchers, teachers and teacher educators) will find this text highly informative.

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